DOCUMENT RESUME

ED 233 859 RC 014 296

AUTHOR Schnabel, Rudolph K.; Parmee, Edward A.
TITLE Understanding Community Development. A Guide for Native American Community Leaders and Professionals. Trainer's Manual. A Training Packet Developed for and in Cooperation with Native American Tribal Leaders.
INSTITUTION Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
PUB DATE Oct 81
NOTE 57p.; For related document, see RC 014 297. A Western Regional Extension publication.
AVAILABLE FROM Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($2.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Education; *American Indian Education; American Indians; Case Studies; *Change Agents; *Community Development; Community Involvement; *Community Leaders; Community Planning; Community Problems; Community Programs; Interpersonal Communication; Interpersonal Relationship; Leaders Guides; Needs Assessment; Network Analysis; Professional Training; Questionnaires; Social Networks; Tribes; *Workshops

ABSTRACT

The trainer's manual, to be used with the participant's manual for a workshop to train Native American community development workers to better understand and carry out their job, sets forth the basic principles and practices of community-centered work and provides guidelines to help leaders/professionals help their communities solve problems they identify. Materials are written in relatively concise and simple terms so that those with English as a second language can more easily understand them. The manual contains general guidelines for the trainer and components on terms fundamental to community development work, the place of people in community development work, the role and problems of the community worker, examples of successful community development programs, community development planning, and community development action. Trainer guidelines cover use of resource persons and facilitators, time schedules, facilities, and equipment (including a checklist), meeting personnel and fellowship needs, supplementary materials or audio-visual aids, and final evaluation and follow-up. Each component includes learning goals, a summary of material found in the participant's manual, suggestions for leading sessions, detailed procedures for the exercises, and answers for some exercises. Components contain notes on strong and weak points of five specific case studies. Pre-course and post-course questionnaires are included. (MH)

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Understanding Community Development

A Guide for Native American Community Leaders and Professionals

A Western Regional Extension Publication

Rudolph K. Schnabel
Community & Rural Development Specialist

Edward A. Parnell
Community & Rural Development Specialist
The University of Arizona,
Cooperative Extension Service
Community and Rural Development Program

RC014296

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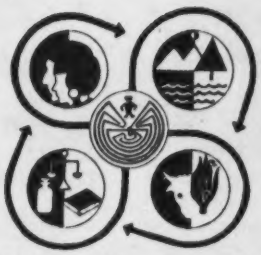
Trainer's Manual



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Rudolph K. Schnabel
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A Training Packet Developed for and in Cooperation with Native American Tribal Leaders

81134;10/81

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Trainer's Manual

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Introduction to Course Workshop Components

The materials presented here and in an accompanying package of components for use by community workers grew out of a request from a reservation community development program. The request was: "We need assistance in training our community development workers so they will better understand their job and be able to carry it out." The materials, first written and presented by Extension Community Development Specialists Ed Parmee and Rudy Schnabel, were later critiqued and revised by the participants at a workshop convened for that purpose. The workshop involved representatives of Indian tribes and the Extension Service in four (4) southwestern states: Arizona, New Mexico, Utah and Nevada.

The materials set forth the basic principles and practices of community-centered work and provide the community professional and/or leader with a set of guidelines for training local leaders to help themselves and their communities to solve problems they identify.

Instructions for each component explain the objectives of that section, provide background material and outline suggestions for leading the session. Many references to community development and the community worker are made. These are general and comprehensive terms. Because a community can be anything from a small group of people to a total reservation, the course materials can be used at administrative levels as well as with local groups. They should be useful to any leader or professional who works with individuals and community groups, administrative councils and planning organizations. We have tried to allow for a wide degree of flexibility. It will be the trainer's responsibility to take the materials and adapt them to the specific needs of the group.

Any person who has had some experience in informal education, worked with community groups, understands the needs of individuals and would like to see local people develop leadership skills, should find in this trainer's manual materials helpful to performing the trainer/facilitator role. The trainer who does not have a strong background in community work may want to read some of the listed references as background material.

General Guidelines for the Trainer

General Format

The trainer will have both the Participant's and Trainer's Manuals. The PARTICIPANT'S MANUAL contains all the basic background materials plus discussion suggestions and exercises. The TRAINER'S MANUAL contains a summary of the background material under Learning Goals and elaborates on the discussion questions found in the PARTICIPANT'S MANUAL. The TRAINER'S MANUAL explains in more detail, where necessary, the procedures to be used with the exercises and outlines some answers for the exercises. The materials are written in relatively concise and simple terms so that those with English as a second language can more easily understand them.

Use of Resource Persons and Facilitators

The trainer, who usually will be the resource person, will want to become fully acquainted with the materials. The trainer should, if possible, be versed in process education techniques, have sensitivity to people and have skills in human relations, adult education and group work. Sharing workshop responsibilities with another person having some of these skills may be helpful. Such a person may also have special knowledge of the workshop subject and be accustomed to answering questions and leading discussions related to it.

If more than 12 persons are involved you will want to divide them into groups of 6 - 10 persons. In this case you should select and train facilitators for each small group. In these groups the facilitator's role is to:

1. Review, clarify and elaborate the materials as presented by the trainer.

2. Take the English words which have no direct translation into the local language and explain them by using familiar examples.

3. Lead the small group discussions and exercises.

4. Insure that everyone has an equal opportunity to express himself or herself and be heard.

5. Keep the group on the subject and accomplish assignments within the time allowed.

The trainer should train the facilitators in advance in a full-day session providing a "walk through" so that the facilitators understand both the materials and their own roles. The trainer should plan an exercise (activity) to introduce the facilitators and group members to each other.

During the workshop you may want to schedule two or three daily debriefing sessions with the facilitators. At these sessions the trainer may briefly review the main points of the forthcoming component, clarify questions and receive suggestions. This is also a good time for a brief evaluation of the previous component sections.

Each component has several sections followed by discussion and/or exercises. The trainer should prepare a short presentation for each section. If this presentation is in English and it is desirable to review the content in the local language, the facilitators should be fluent in both languages.

Time Schedules

You should plan at least 16 - 20 hours to adequately cover the materials and complete the exercises. This total time includes the introduction and summary and the facilitator debriefing sessions as well as the presentations, discussion and exercises. Each component will require approximately 2-1/2 to 3 hours. This time allocation is meant to be only a guideline and should be adapted to meet the needs and circumstances of each situation.

The materials are written with discussions and/or exercises scattered throughout. In some sections of each component the participants will spend most of their time doing exercises. In other sections exercises and discussions will follow presentations. Presentations by the trainer should be kept short, about 10 - 20 minutes. This gives opportunities for greater individual participation and results in a more effective learning experience.

Physical Facilities and Equipment

The meeting room should be well lighted, climate controlled and free from interruptions and loud background noises such as heating fans. It is also important that the size of the room comfortably fits the group and provides a sense of informality. Round tables that accommodate 6 - 10 persons in each group are ideal. They should be arranged so that conversation at one table is not distracting to the other groups. Chalkboards, easels with newsprint, chalk, marking pencils and masking tape to hang newsprint sheets on the wall are essential. Overhead projectors with blank transparencies are useful for the trainer to use both in his presentations and when the small groups report back to the total assembly. Easels and paper for each group may be used during some of the exercises and for reporting back to the total group. Trainers should check out the facilities in advance so adjustments can be made, if necessary. If the group is large, a public address system with a long-corded lapel microphone would be useful. Such a microphone enables the trainer to move among the tables during report-back periods.

Checklist for Physical Facilities and Equipment

CHECK OFF

_____ Meeting room to fit size of group

_____ Meeting room isolated and free from interruptions

_____ Meeting room with good acoustics

_____ Meeting room that is climate controlled and comfortable

_____ Bright lighting to make reading easy

_____ Round tables are preferable; extra tables for materials

_____ Comfortable chairs

_____ Chalk boards

_____ Chalk and erasers

_____ Easels

_____ Newsprint

_____ Marking pencils for newsprint and transparencies

_____ Masking tape

_____ Overhead projector

_____ Screen large enough to fit size of group

_____ Blank transparencies

_____ Extension cords

_____ Public address system with lapel microphone for large group

_____ Lecturn with light

_____ Separate, smaller meeting room for facilitator debriefing sessions

_____ Sign directions prepared for parking, registration and meeting rooms

_____ Registration materials such as name tags, receipts, and change readied

_____ Plan for handout of materials

Meeting Personal and Fellowship Needs

The success of this course, in large degree, is dependent upon the relationships that the participants have with each other and with the trainer and resource persons. At some time during the course each person should be "feeling good" about something that has happened. The following list of "happenings" will guide you in planning your program format. Pick and choose those appropriate to your situation.

1. At the beginning, insure each person's chance for recognition and involvement.

This may be done by having each person complete a Pre-Course Questionnaire or, preferably, to have the participants state their expectations of the course during the initial introductions. A combination of both may be used. This helps participants get to know each other and gives them a feeling of being accepted and a part of the group.

2. Daily openings and closings

The trainer should be aware of the customs and traditions of the participants and work with them in planning appropriate openings and closings each day. For example, the opening prayer by a medicine man in one workshop proved to be a highly appreciated and accepted "happening". Readings sometimes are appropriate. Allow the participants to plan these. It will increase their feeling of pride and recognition.

3. Door prizes each morning

Such prizes may be of a serious nature such as books, or of a humorous nature such as a light bulb with a smiling face painted on it. Another example is an empty gas can with the words, "You are destined to go a long way." Numbers can be given out as the participants enter the meeting room and then the winning number drawn. Door prizes encourage people to arrive on time and create a spirit of togetherness.

4. Coffee breaks

10 - 15 minute coffee breaks during the morning and afternoon sessions provide participants a chance to move around and talk to others. With such breaks you are more likely to retain the attention of the participants.

5. Recognition

Highlight an agency or supervisory area or community group or whatever other organizational or geographic division you may have. Recognize a significant project, happening or group activity in the area. Make sure that during the course every group or individual receives recognition so no one is excluded. Stay away from competitive situations. Develop a spirit of unity that can continue into follow-up sharing. Avoid win - lose situations.

6. Recreation

Some time should be set aside for group recreational activities. It could be an evening or afternoon, depending on the course schedule and available facilities. Basketball, volleyball, softball, earthball or other games are appropriate. This activity also will develop "good feelings" and friendships. The break will be refreshing and usually result in a more attentive group during other sessions.

7. Graduation exercises

If certificates of completion are to be presented, plan a meaningful exercise. Invite the tribal chairman or another important person to speak and present the certificates. Several participants may be asked to speak, representing the entire group. The local trainer or administrator may want to emphasize the significance of the course. The important point is to recognize the achievement of the participants.

8. Post-course social

The social could be a picnic or barbecue, a dance, dinner or a reception party. This "happening" tends to build team spirit and motivation. It can be considered a celebration of the graduation. Graduation exercises and a social could also be combined.

Supplementary Materials or Audio-visual Aids

Besides the overhead transparencies which are supplied as part of the course, any locally available films, slide sets, film strips or similar aids that support and supplement the main points may be used. You may also develop and write your own case studies to be used as alternatives for the ones included in the PARTICIPANT'S MANUAL.

Final Evaluation and Follow-up

A course evaluation will provide feedback and information to the trainer for adjustments in future course offerings and guidance in follow-up work. The exercise in Component III under CLARIFYING MY VALUES and ROLE AS A COMMUNITY WORKER suggests a review every three months. The course can also be taken into the field and used with local community workers. Reservation community development supervisors, who had taken the course with their local community workers, taught the course again to the workers several months after they had completed it. Repetition appears to have been useful.

Pre-course Questionnaire

This questionnaire is designed to stimulate the participants to think about their community development projects and the problems and challenges they encounter so that when they begin the course they will not come into it "cold". It will inform the trainer of their expectations, concerns and problems and make it easier to adapt the course to meet the needs of the participants. In order to allow the trainer to use the information and plan in advance, the questionnaire should be completed by the participants before the course begins.

Pre-course Questionnaire

Understanding Community Development
A Guide for Native Community Leaders
and Professionals

1. As you work toward the improvement and development of your community or area, what problems and challenges have you experienced, for example, difficulties in working with people, organizations, elected or appointed officials, administrators, program design, implementation or financial support?

_____

_____

_____

_____

_____

2. What alternative solutions have you thought of or tried to solve the problems or challenges you listed in Question 1.?

_____

_____

_____

_____

_____

3. What do you hope to gain from this course?

a) short-term gains (immediately following its conclusion).

b) long-term gains (6 months - 3 years.)

4. Please list any other concerns you have.

Component I

Understanding Terms Fundamental To Community Development Work

Learning Goals

UNDERSTANDING:

1. That it is essential to know basic community development definitions before planning a community development program so that agreement on these definitions forms a firm foundation and reduces misunderstandings.

2. That accepting the concepts behind the terms community, development and community development helps the community worker to understand the job better, to feel more comfortable in it and to work more effectively with community people.

3. That a community is a group of people living close together or having commonalities.

4. That development is a process of improvement, moving toward community goals.

5. That community development occurs when people work together to solve problems and bring about improvement for their community.

6. That there are differences between process and product.

7. That process is a dynamic concept. It is a procedure, a series of steps, a means to an end, and occurs over a period of time. It is emphasized by the community worker. Community people learn the process (how to reach an end) and become leaders.

8. That product is a concrete achievement (road, building or better education), usually the goal of a project.

9. That working with people is superior to doing things for or to them.

Section I

Discussion: Community; Development; and Community Development

The small group facilitator may have briefly elaborated or illustrated the three definitions. Nevertheless it is important that each individual thoroughly grasp the full meaning of each. Allow individuals time to review them and raise any questions they may have. Any question is acceptable. No person should be put down no matter how elementary the question may seem. To that person it is important.

Allow the participants to explain the definitions in their own words and encourage them to give their own examples of the definitions. Throughout the course encourage the participants to relate the course materials to their own situations. When they do this, learning takes place. Each small group facilitator and the trainer should thoroughly understand the material and be able to explain it. They should also go over the discussion and do all the exercises in advance.

Exercise: Bigwash Elementary School, Case Study #1

This case is an actual situation. If you have other local cases which illustrate the main points of this component segment they may be substituted. Allow each participant time to read the case or read the case out loud and have them follow along.

The community in this case is composed of all the people connected with the school. These persons shared, in common, a desire to provide playground equipment and indoor table games for the elementary school children.

Development is both physical and human. It is also successive improvement aiming toward a goal. In the case study, development was the process of raising money to purchase playground equipment and games for indoor recreation. Part of the development was also to improve the grounds for outdoor activities. Development was for the benefit of the majority of the people.

Community development in the Bigwash Elementary School case happened when all the people connected with the school shared the common goal of improving the recreational facilities. It was also the process of planning and implementing the steps which led to their improvement goal.

Section II

Discussion: Process; Product

Encourage the small group facilitator to review the Process/Product definitions prior to working on the following exercise. As in the first section of this component, allow time for questions and clarifications. If the facilitators do not understand or are unable to answer certain questions, encourage them to talk with the trainer. No one person has all the answers all the time. Other participants may sometimes have the answers. Allow them to answer and give them the recognition. Learning takes place in this way. More important, the participant's self-esteem is built in this manner.

Section III

Exercise: Regional Sheep Shearing Training Program

All six steps of the organizational program may be classified as having a process orientation. Only one of the project goals has a product orientation. That one is #3, "To improve marketing and to increase wool prices."

The definitions in the PARTICIPANT'S MANUAL clearly show why we make this classification. Process has movement. It is a procedure, a means to an end. Process occurs over time. In the process people experience learning, growth and achievement. The six steps make up a set of instructions. This idea will be further elaborated in COMPONENT V. The one product-oriented project goal is clearly important to those who raise sheep and sell wool. It is their goal to increase profits so they will be able to support themselves and their families. Theirs is an economic goal.

Do not allow the facilitator merely to announce the correct answers. Allow the participants to discuss their answers and the questions they raise. By doing so their understanding will increase and learning will take place. The facilitator, as outlined under GENERAL GUIDELINES FOR THE TRAINER should guide the discussion and draw out the participants so they will come to a consensus on the answers.

Section IV

Discussion: Community Worker – People Relationships

Review discussion instructions for SECTIONS I and II (pgs 14-15) and follow the same procedure to insure that the participants fully understand the community worker/people relationship concepts (terms). Do not skip lightly over these discussion sections; they form the foundation for the remainder of the course.

Component I Summary Exercise

Community Worker Benson at Roundtree, Case Study #2

A. Individuals may want to read the case silently or it may be read aloud while others follow. Benson's approach is simply one of doing something to the people of Roundtree without their participation. No goals were ever discussed or set. Benson worked alone, did not do anything for the people nor did he work with the people using community processes. True community development process occurs when the community worker leads the community people through the process steps. Benson had his own process, identifying needs and proposing solutions to meet those needs; but without any community input. Benson did not set any goal (work toward a product). He suggested getting to know each other (more process).

The community people emphasized nothing. They never discussed their needs or solutions to their problems. They set no goals (a product orientation), so they never needed to work through a series of steps (a process orientation) of reaching a goal.

Perhaps the first suggestion to Benson would be to take this Community Development Course. Perhaps he needs to explain to the people who he is and why he is there. If they respond to him, then he can make alternative suggestions as to how they can work together in tackling some of Roundtree's problems. Whatever Benson decides to do, he will want to involve the people at every step along the way. Allow the group to brainstorm on this question and add to the list.

B. Roundtree seems to be an isolated village area. The development needs seem to be the most basic physical human needs for jobs, water, roads and sanitation.

Component II

Understanding the Place of People in Community Development Work

Learning Goals

UNDERSTANDING:

1. That without people, community development would be meaningless. People make up the community. People have needs which require attention.

2. That community workers need to understand themselves before they can understand others and before they can help people to help themselves.

3. That it is important for people in communities to communicate closely and develop trust relationships in order to implement community development projects successfully.

4. That a thorough knowledge of where people are coming from (what needs they have) will help leaders motivate people to participate actively in community development projects.

5. That MASLOW'S HIERARCHY of NEEDS and HATHAWAY'S HUMAN NEEDS HIERARCHY are basic guides to understanding people's needs.

6. That community development is comprehensive in its approach to community work. For programming purposes it is divided into five areas. A community worker does not have to be a specialist in each area, but should be someone who helps people learn to use process in accomplishing their goals in the five areas.

Section I

Discussion: Community Development as a People Program

The PARTICIPANT'S MANUAL strongly emphasizes that it is the people who must carry out community development work. Help the participants to relate the major learning goals in this section to their local situations. If the people are not involved in carrying out community development work in their own area, find out why. If your discussion focuses

on this issue you can easily lead the participants into SECTION II, Maslow's and Hathaway's Hierarchy of Human Needs.

Section II

Discussion: Understanding People's Needs

Before proceeding to the exercise make sure the participants understand the human needs hierarchies and why you are emphasizing them. Understanding where you are and where others are is essential in motivating people to participate. Do not proceed to the exercise until all participants fully grasp this concept.

Exercise: Understanding People's Needs

In the PARTICIPANT'S MANUAL there are two copies of the exercise, UNDERSTANDING PEOPLE'S NEEDS; one for the Maslow and one for the Hathaway model. This manual also has two copies of the exercise, with answers included. Make sure that participants work individually in doing the exercise as stipulated in the PARTICIPANT'S MANUAL. Part 3a of the exercise will allow them to share and discuss with others. The participants should be allowed to work out the best answers. Only if they are unable to do so should you use your answer sheet. Through discussion and the sharing of their answers they will understand and internalize the Human Needs Hierarchy.

As always, help them relate what they learn to their own situation.

Understanding People's Needs (Maslow Model)

HOW GOOD ARE YOU AT UNDERSTANDING PEOPLE PROBLEMS? READ THE FOLLOWING STATEMENTS, AND DECIDE WHAT NEEDS ARE NOT BEING MET.

NEEDS:
- A) PHYSICAL/BODILY NEEDS
- B) SAFETY/SECURITY NEEDS
- C) BELONGING, LOVE, SOCIAL NEEDS
- D) SELF-ESTEEM/SELF-WORTH NEEDS
- E) SELF-ACTUALIZATION/REACHING YOUR FULL POTENTIAL

		ANSWER COLUMN
1.	Before I drive the local officials to tribal headquarters, I want to see the insurance policy to make sure I'm covered.	B
2.	I'm not sure I want to continue working with him. He expects too much. Just a little mistake and out comes the criticism.	D or C
3.	I will have to quit as a volunteer. I need the time to work so I can put food on the table.	A
4.	I don't feel I can continue as a community worker. Some of the others make promises and break them. That reflects on me as a leader. I don't feel right about that.	D
5.	Doing the same old thing year after year with the local people has its rewards, but I want to do something more creative.	E
6.	When I worked in the area where I grew up, people really cared about me. Here they only treat me as a resource person.	C
7.	I do as much for the organization as anyone. Why do they still dump all the unpleasant jobs on me?	D
8.	One more night meeting like this and I think that I'm going to collapse.	A
9.	I've been doing this job for 10 years now. Yet people treat me like an outsider.	C or D
10.	I've been with the program for a full year now and the supervisor still doesn't know my name.	C

ANSWER COLUMN

11. Even if you paid me, I wouldn't go up that ladder to paint the exhibit building. It's liable to collapse. B

12. Being a volunteer has its rewards, but I want the challenge of being a community leader. E

Understanding People's Needs (Hathaway Model)

HOW GOOD ARE YOU AT UNDERSTANDING PEOPLE PROBLEMS? READ THE FOLLOWING STATEMENTS, AND DECIDE WHAT NEEDS ARE NOT BEING MET.

NEEDS:

A) PHYSICAL/BODILY NEEDS
B) SAFETY, SECURITY
C) FEELING OF BELONGING
D) I'M OK
E) LOVE
F) GIVING

ANSWER COLUMN

1. Before I drive the local officials to tribal headquarters, I want to see the insurance policy to make sure I'm covered. B

2. I'm not sure I want to continue working with him. He expects too much. Just a little mistake and out comes the criticism. D or C

3. I will have to quit as a volunteer. I need the time to work so I can put food on the table. A

4. I don't feel I can continue as a community worker. Some of the others make promises and break them. That reflects on me as a leader. I don't feel right about that. D or C

5. Doing the same old thing year after year with the local people has its rewards, but I want to do something more creative. F

6. When I worked in the area where I grew up, people really cared about me. Here they only treat me as a resource person. E or C

7. I do as much for the organization as anyone. Why do they still dump all the unpleasant jobs on me? D or C

		ANSWER COLUMN
8.	One more night meeting like this and I think that I'm going to collapse.	A
9.	I've been doing this job for 10 years now. Yet people treat me like an outsider.	C or E
10.	I've been with the program for a full year now and the supervisor still doesn't know my name.	C
11.	Even if you paid me, I wouldn't go up that ladder to paint the exhibit building. It's liable to collapse.	B
12.	Being a volunteer has its rewards, but I want the challenge of being a community leader.	F

Section III

Discussion: Understanding How People Carry Out Community Development Work

Be sure the participants understand how to categorize their projects into the five areas. It is important that they use their own experiences in illustrating the five areas. If some of the areas are not covered by their projects, discuss why. It is not necessary for each person to work in all five areas. The area in which they work should largely depend on the local needs of the people.

As a follow up to COMPONENT I, take some time to distinguish "process" from "product". This should help reinforce what was learned in COMPONENT I. It is important to discuss the balance between the two. The community worker should emphasize "process", but should take care not to neglect the "product" which the people want. If the people never achieve their goal, the "product", all the "process" will be judged by the people as largely worthless.

Exercise:
Arizona Tribe, Case Study #3 or Nevada Tribe, Case Study #4

The participants should discuss at least one of the cases. If time allows, both may be discussed. Whether both cases or only one should be discussed and division of the participants into groups is left to the discretion of the trainer and participants. Both cases are real.

Case Study #3:
The Case of the $100,000 Building Built by the Arizona Tribe

The Economic area seems most important from Bowen's point of view provided the building would be used as he suggested. There is a slight possibility that we could assign Cultural Tradition as being important since the elderly woman suggested the building might be used on feast days. People Problems again are a consideration, since the initial decision not to build was the people's choice and the council later decided to build. It is critical to note here that a previous suggestion surfaced several years later and was implemented. This is a good technique for community workers to be aware of. The point is that: when an idea is so completely accepted that it is "owned", i.e., becomes the people's idea, it usually is implemented. Often the community worker needs only to plant ideas, which may be accepted and implemented at a later date.

Bowen did not seem to make any attempt to understand the cultural values and traditions of the Arizona Tribe. He did not persist in pushing the idea when it was so negatively received. We can only guess that Bowen might not be particularly pleased with the long-run results of this case. Try to get the participants to raise these points and others that you or they may see.

At this particular time in their history, the Arizona Tribe did not seem to have any pressing needs. They seemed to be content with the opportunity to sell their crafts and food in the traditional ways. Perhaps the council members, in deciding to spend $100,000, had a need to show some concrete accomplishment while they were in office. This is only a guess. The participants may not agree with such a conclusion. Allow discussion as there does not appear to be any one correct answer.

Case Study #4:
The Case of Nevada Tribe and Chemical Toilets

In answering question #1 the most important area seems to be Services. Cultural Enrichment and Tradition, Environment and People Problems play a lesser role in the case. As the participants discuss the case, help them to see this and express it.

Gordon appears to have a good understanding of people, of human relationships and of the social and political process of the Nevada Tribe. He also determined that the tribal headman was concerned about cleanliness and health and successfully used the yellow powder to prove that the present toilets were unsanitary.

The people of the Nevada Tribe felt they needed larger homes. They did not seem to be aware of the need for the improved, sanitary chemical toilets. They also had a need to follow traditional authority patterns.

The important point of this exercise is to help the participants understand the learning goals of this component and to apply them in analyzing the cases.

Component III

Understanding the Role and Problems of the Community Worker

Learning Goals

UNDERSTANDING:

1. That the community worker plays the roles of catalyst, facilitator and resource person in working with people. A thorough understanding of each of these roles is essential in using them effectively to build working relationships with community members.

2. That community worker goals differ from community goals. The community worker is primarily responsible for professional goals, but also has an obligation to help implement community goals.

3. That by clarifying our personal values we are surer of who we are and what we want out of life; that personal values clarification helps us to know and understand ourselves better so, in turn, we can better understand others as we work with them.

4. That by clarifying our professional values and roles and comparing them to our personal values we are better prepared to deal with and solve possible conflicts and problems that arise between the two and between family and job responsibilities.

5. That the independent and flexible nature of a community worker's job creates special situations which could become problems unless we recognize them and prepare to avoid them.

6. That analyzing case studies and relating them to our experiences helps us to evaluate projects and adjust our methods to make us more effective.

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Section I

Discussion: Community Worker Roles and Goals, and Community Goals

It is important for you to insure that the participants fully grasp the concepts of the three roles of catalyst, facilitator and resource person. Encourage them to discuss any questions which they may have. Emphasize that the facilitator role is the one that community workers will play most often. Only if they have expertise in a particular subject will they play the resource person role. Whenever experts are available they should be invited in to provide specific information and assistance. The catalyst role is the least definite and the most difficult to master. Nevertheless, it is the one which will pay off most in terms of developing local leadership over the long run. Caution the participants that the results of the catalyst role will not immediately be seen. Therefore, patience is required.

In looking at the community worker goals and community goals, take this opportunity to see if your earlier discussion on process and product was understood. Repetition is often necessary when new ideas are introduced to individuals. The best way for a community worker to help the people understand the differences between process and product is to demonstrate those differences through role actions and by allowing others to become leaders.

Section II

Exercise: Clarifying Personal Values

Most of the time in this section will be spent doing and discussing the exercise. You should review the background to the exercise and make sure that the participants know why this section is included. Even though the exercise instructions are specific, read and explain them. Lead the group through the exercise step by step to insure that each individual completes every step. Emphasize that this is an individual exercise and only after everyone has completed it should the small groups discuss it. Clarification questions should be answered. Participants should be encouraged to share and discuss their reactions and what they have learned.

Section III

Exercise: Clarifying My Values and Role as a Community Worker

Trainer instructions for this section are the same as for Section II.

Section IV

Discussion: Community Worker Problems

It is the trainer's responsibility to review problems 1 through 8 and a) through e), insuring that the concepts are understood. Encourage the participants to use their own illustrations in discussing the problems. Problems 1 through 8 tend to be general in nature. It is essential that community workers are aware of them. Such awareness may prevent them from making costly mistakes and detracting from their effectiveness. It is not meant in any way to judge an individual's work style. Although the trainer should encourage sharing and discussion, no one should be forced to participate. List any additional problems on newsprint and discuss them.

Component III Summary Exercise

My Role as a Community Worker, Cases #2 through #4

This exercise is a small group activity. In reviewing the three case studies and answering questions 1 and 2, the participants should be encouraged to draw upon all that they have learned so far. All three cases appear following the exercise. Allow enough time for the participants to review the case or cases individually. Guide the discussion and help the group come to a consensus on the strong and weak points. It will help if each person first writes down those points and then shares them with the small group. A few points are listed below for the guidance of the trainer. The list is not meant to be complete.

Case Study #2: Community Worker Benson at Roundtree

Strong Points	Weak Points
1. Took time to get acquainted.	1. Did not use the information he gained about the people.
2. Did a personal and informal survey.	2. Outlined plans without involving the people.
3. Presented information to the people.	3. He, not the people, called the meeting.
4. Followed up by calling a second meeting.	4. He identified problems and suggested the solutions. (This is the people's responsibility.)
	5. Did not perceive the real basic problems in Roundtree.
	6. Was formal in his approach.
	7. Did not involve the people (work <u>with</u> them.)

Case Study #3: Arizona Tribe

Strong Points	Weak Points
1. Consulted the Tribal Council on Roberts' suggestion.	1. Did not act as a catalyst and discuss the suggestion in advance with the leadership.
2. Accepted council's decision and dropped the subject.	2. Did not understand traditional ways of the Arizona Tribe and how they make decisions.
	3. Did not ask the Tribal Council to identify their own problems and come up with their own solutions.

Case Study #4: Nevada Tribe

Strong Points	Weak Points
1. Was perceptive enough to see that the technicians were having a problem.	1. Public Health Service and technicians did not take people into their confidence. (This is not a weak point of Gordon.) Gordon, if he saw this happening, should have been more assertive and investigated what the lumber was for.
2. Had an understanding of cultural and traditional values.	
3. Went to the tribal leader and explained why the Public Health Service wanted to build new toilets.	
4. Supported his words with an action demonstration.	
5. Perceived factions within the tribe.	

Component IV

Examples of Successful Community Development Programs

Learning Goals

UNDERSTANDING:

1. That community development is an action process which can be applied to many different kinds of needs and problems in many different settings. Each program may be different in terms of objectives or approach, but the goal is the same: to help people improve their quality of life through cooperative public action.

2. That education, chiefly in the form of leadership development, is the most important part of community development.

3. That you don't need government assistance in order to conduct a successful community development program. The Martandam Project is a successful example of a non-government, privately sponsored program, relying mainly on local resources and initiative and primarily using the demonstration method of training.

4. That community development relies heavily on local initiative, local involvement and mutual cooperation. The Tupelo Project is a successful example of an area-wide project, coordinated by a permanent local community development organization and inspired by unselfish leaders who truly practiced the principles of community development.

5. That the community development process is a long-term educational process which requires long-term support.

6. That community development is meant to take place right where the people live.

7. That the demonstration method of training is an effective method for leadership development.

8. That coordination, rather than control, is the more fitting role for the community worker or organization.

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Section I

Discussion: Demonstration Method, Martandam, India

Demonstration can be a particularly effective method for teaching skills and changing behavior. In Martandam, the Hatches used it to teach new and improved farming methods, good health care, production and marketing skills and numerous other practices.

Demonstration can also be used in the teaching of leadership skills. The case studies presented at different points throughout the PARTICIPANT'S MANUAL (Bigwash Elementary School, Benson at Roundtree, Arizona Tribe, Nevada Tribe, Joe Billy, Mary Tso and Sheep Springs) are a form of classroom demonstration, designed to give the participants a more realistic learning experience. Getting the participants involved in group exercises, simulation games and similar activities in which they actually attempt to put into practice what they have learned is part of the demonstration method. It illustrates "showing by doing."

Section II

Discussion: Community Development Foundation, Tupelo, Mississippi

The third technique used by the Tupelo Community Development Foundation was the effort to make each new program independent and self-supporting. The risk comes only if the parent organization--in this case the Community Development Foundation--does not know how to coordinate all of the different programs, so that they work together effectively for the good of everyone.

It is often easier to control groups than to coordinate them. Control or authority requires power, but power is very unstable and can cause conflict. The community development process works better by means of consensus (friendly agreement by all), in which all members of the group are willing to cooperate because they believe that the results will benefit them. Obtaining cooperation from everyone can be difficult at times and requires a lot of skill on the part of leaders and community workers.

Other Examples

The trainer may know of some other examples of successful community development programs which incorporate the key community development principles. It is also possible to illustrate the LEARNING GOALS by offering an example of an unsuccessful community development program, and pointing out why it failed. The trainer and facilitators should allow the participants to come up with answers and to provide their examples.

Exercise: Basic Principles of Community Development

The basic principles of community development are defined and discussed in Components I and II of the PARTICIPANT'S MANUAL. A summary of the principles found in the Martandam and Tupelo programs is included following this Exercise. Allow the participants to complete the exercise on their own. If you wish, you may use the list as a "handout" after the exercise has been completed.

Basic Principles of Community Development Found in the Martandam and Tupelo Programs

Some of the community development principles found common to the programs described above include:

1. Each program was designed to benefit the total "community."

2. Each program was designed to bring about planned improvement with visible products.

3. The programs emphasized the people's cooperative involvement.

4. Education was an important part of the community development process.

5. Increasing local leadership capacities was vital to the success of the programs.

6. The programs focused on real human needs.

7. An important part of the programs was the expansion of local resources.

Exercise: The Top Community Development Program of the Year

Two short case studies are used to test the participants' ability to distinguish between good community development practice (by Mary Tso) and poor community development practice (by Joe Billy). Mary worked side by side with the people, helping them to organize and work together to create jobs and income. Joe did everything for the people, never allowing them the opportunity to learn for themselves how to solve their problem. Mary's people learned how to take care of themselves, while Joe's people only learned to depend on Joe to bail them out of the next problem. The strong and weak points of each case follow this Exercise. They are included to help guide the discussion.

Case Study #5: Community Worker Joe Billy

Strong Points

1. Responded to a request of the local chapter.
2. Followed through and saw to it that the community goal (product) was achieved.
3. Protected the people from being cheated.

Weak Points

1. Did not work with the people (did everything himself for the people; acted as a resource person.)
2. Did not use process (act as facilitator).
3. Did not develop and train local leadership.
4. Created a dependency relationship with the people.
5. Made community's problem his problem.
6. Most of the recognition for achievement of the well went to him instead of to the people.

Case Study #6: Community Worker Mary Tso

Strong Points	Weak Points
1. Mary was tuned in to people's feelings.	- Can you see any?
2. She acted as a facilitator: - encouraged them to share - made suggestions - helped the group to list alternative solutions - worked with the people in implementing their plans - did not do things for people - helped people secure resources	
3. People recognized her assistance but also recognized that it was their project. They accepted the achievement as theirs.	

Component V

Community Development Planning

Learning Goals

UNDERSTANDING:

1. That planning is essential to good community development.
2. That there is a difference between needs and wants and knowing this difference helps the people solve their most important problems.
3. That the priority setting process helps people to work on the most important problem first.
4. That local resources are important to success.
5. That the criteria for determining the "best" solution should not be overlooked.
6. That a proper plan of work tells who will do what by when, using which resources.
7. That following an organizational network helps you to carry out the project more fully.

Exercise: Sheep Springs, Phase 1

The Sheep Springs Case Study is the story of a small community with a problem. It should be read and understood very well, because a number of exercises are based upon it. Each participant should try to assume the role of the "new community worker" and solve the problems from that point of view.

Most of the exercises, like this first one of COMPONENT V, will require the participants to work in

small groups. It would be advisable to have a facilitator and a secretary or reporter for each group.

There are many different ways to effectively identify the top priority need of Sheep Springs. The following community development "tools" are suggested. One or more of them should be explained or demonstrated to the participants.

1) A Needs and Goals Survey

2) A Community Goals Checklist

3) The Nominal Group Process

Different cultures have their own traditional methods for discussing problems and coming to a just and satisfactory decision. Our purpose is to indicate the importance of agreeing on the real needs and priorities, not to recommend the best way of making such decisions. Allow each group to identify several different methods and to discuss the pros and cons of each.

Exercise: Sheep Springs, Phase 2

The purpose of this exercise is to demonstrate the importance of relating the resources which will be needed to the objectives of the project. Encourage the participants to think of Sheep Springs as their own community. In group discussion, have individuals identify resources locally available in their own communities which might be used to accomplish the Sheep Springs' objectives. Which resources need to be developed, or obtained from outside sources?

Explain or demonstrate the use of the Community Resource Inventory, or a similar instrument. If participants learn to complete an inventory of resources before developing a plan of work, their choice of alternatives for solving the problem and their selection of the "best" solution, will be much more realistic in terms of costs and capabilities. The more realistic their plan of work, the greater the chances for ultimate success.

Discussion: Sheep Springs, Phase 3

One of the most difficult tasks which people must face in community development is making decisions. The difficulty arises from the fact that there is a cost to every solution, and each person considers his or her own interests and costs when suggesting the "best" way. Once again, the community worker and leaders are responsible for helping the people come to a just and satisfactory group decision, which the majority, and preferably nearly everyone, is willing to support.

It is important to help people become aware of the important considerations which must be a part of the decision-making process. Are such things as speed, cost, permanence, beauty, quality, ownership, pride, risk, etc. important to consider? The more realistically and openly these considerations are discussed by everyone who will be affected, the better those decisions will be and the more strongly they will be supported.

Exercise: Sheep Springs, Phase 4

The Sheep Springs Youth Recreation Program Plan of Work outlined on page 112 of the PARTICIPANT'S MANUAL does include some tasks (what) and the beginnings of an organizational network in listing the committees (who), but there are no deadlines or target dates (when), or indications of which resources will be needed to get the task accomplished.

It would also be better if the overall goal and major objectives of the project (see page 99 of the PARTICIPANT'S MANUAL) are also included at the beginning of the plan of work. It is important that they not be forgotten, or the committees may wander and get lost and fail to see the need to cooperate with each other for their common cause.

The plan of work is your road map to success. The more thought and effort put into it, the easier it will be to follow.

Component VI

Community Development Action

Learning Goals

UNDERSTANDING:

1. That getting the right people with the right skills is crucial to the success of the project. Choose individuals you know will help instead of asking for volunteers.

2. That it is easier to work with many short-term task forces and only a few long-term committees.

3. That it is crucial to seek proper representation from the total community and, when seeking task force or committee members, to appeal to people's personal motivations.

4. That it is not necessary to change people's real-life roles or create new organizations if existing ones will do.

5. That it is important to develop new leadership, reward good work and avoid unnecessary risks or unreasonable demands.

6. That timing, good communications and reduction of conflict are essential to keep the community development process running smoothly.

7. That it is important to measure progress regularly and to evaluate the final results.

Discussion: Organizational Network

There is no single correct answer to either of the questions asked. The purpose here is to get the participants thinking about all of the different interest groups in their home communities. Suggest that they begin by listing all of the different neighborhoods, churches, social and civic clubs, business organizations, family groups, etc. that

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are located in their communities. Then ask how the participants would approach each group to get its representation in the community development project.

Make sure that the participants understand the meanings of the terms "legitimizers," "resource people" and "skilled workers." You might have to help them get started by identifying some of these people for them.

The point is that it is unrealistic to expect a high-level official to become involved in your project at a low level, doing busywork. Decision makers and "legitimizers" with power and authority are best kept informed of the major targets, progress and points when their support is required. Ask for too much of their time and they may choose not to support your efforts.

"Resource people" on the other hand may impress you with their knowledge. You may feel that their knowledge is a symbol of power and seek their support in major decisions. However, they very often have no power. Their role is to serve the people in power. As advisers to the "legitimizers," they may be willing to help you influence their superiors, but they cannot authorize your actions.

Exercise: Guiding the Action

Some useful skills for guiding the action of a community development project include the ability to:

a) get people working together

b) manage conflict

c) organize and conduct meetings

d) keep people motivated

e) evaluate progress

f) help workers to meet deadlines

g) help workers adjust their plan of work to changing conditions

h) maintain public and political support

There are, in fact, many, many more useful skills. Allow the participants some freedom to be imaginative.

Help the participants to identify some available training opportunities for local leaders and citizens involved in community development projects. If no such resources can be found, then perhaps some effort needs to be made to develop this kind of educational opportunity.

Discussion: Evaluation of Mary Tso

The participants may have already identified some of the good results coming from Mary Tso's work, when completing the exercise: TOP COMMUNITY DEVELOPMENT PROGRAM of the YEAR. Suggest to the participants that they refer back to that exercise to refresh their memories. Then, ask that they focus their attention on seeing how well Mary Tso's project measured up to some of the basic principles of community development discussed in COMPONENTS I and II of the PARTICIPANT'S MANUAL, and listed in part on the handout for the exercise on pages 33-34 of this manual.

What Community Development Can and Cannot Do for the Community Worker

The purpose of this section is to reinforce the concepts and philosophy presented in COMPONENT IV, which clarify the basic role of the community worker, putting this role in perspective with the rights and responsibilities of the people he or she serves. This concluding section attempts to emphasize, as well, the complexity of community problems and to caution community workers to recognize the limits of their newfound knowledge.

Components V and VI Summary Exercise

Summary Exercise: Sheep Springs, Phase 5

This exercise is designed to test all of the concepts that have been presented, to the extent that they can be tested in a classroom setting. It will test the participants' understanding of the community development principles, as well as their skill in putting the principles to work. If the trainer would prefer to carefully prepare a detailed case study based on a local problem, it could be substituted for the Sheep Springs Case. It is important that the specific committee

assignments and built-in problems found in the discussion on pages 44-46 be included in any alternative case study.

In evaluating the participants' capabilities, however, and their success in completing the assigned tasks, keep in mind that the information in the PARTICIPANT'S MANUAL up to this point has provided only an understanding of how the community development process ought to work, and has not really provided training for the participants in those important skills which help to make it work.

It is perfectly normal for the participants to experience difficulties and frustration while trying to complete their assignments. Some problems, which have been built into the exercise, will create stumbling blocks that force the participants to negotiate with each other in order to accomplish their task.

It is possible that half or three-quarters of the way through the exercise everything will fall apart and the groups will feel completely discouraged. This is not bad, for it is a common experience in real life. However, it is extremely important that the trainer take the time to pull all the participants together to analyze where things went wrong and why. What parts of the community development process failed, and what caused them to fail?

If the participants do not have an opportunity to learn from their failures and frustrations and to understand how they can correct their mistakes, they will go away from their training experience disappointed and discouraged, convinced that the community development process does not work. So, again, be forewarned. Allow adequate time and be prepared to discuss the results of the exercise.

Below are some brief comments about each assignment. Remember to keep each individual group's assignments secret from other groups so they will have to find out for themselves by communicating among groups. The specific assignments are on pages 47-50, which may be reproduced in sufficient quantity for each individual to have a copy of the group assignment.

Group #1 Assignment Comments: Project Coordinating Committee

The Coordinating Committee needs to get itself organized in a hurry. If its members are on the ball, they will fan out among the other groups to

find out what is happening and then return to develop a strategy for managing the entire project.

This is perhaps the toughest assignment of all. The members need to be a bit assertive and play the role of facilitators, helping the other committees to complete their tasks. It is not unusual for the members of this committee to sit around and debate just how they will get their act together, perhaps wondering why more of the other committees are not coming to them to "get coordinated."

Group #2 Assignment Comments: Road and Site Development Committee

The Road and Site Development Committee has some serious problems which can be solved only through close communication and negotiation with several other committees. Its members have some tough decisions to make, but with the cooperation of others and a bit of imagination, they should be able to work out their problems.

Group #3 Assignment Comments: Recreation Facilities Committee

If Recreation Facilities Committee members get together with the other two committees to work out their timetables, this will be a big achievement. Getting the Road and Site Development Committee to do some of this committee's work would be quite a feat, but it can be done!

Group #4 Assignment Comments: Indoor Recreation Activities Committee

If Indoor Recreation Activities Committee members are able to negotiate their way into an additional $500, then they should have little difficulty in doing the second part of their assignment. The trouble is, some committee members fall into their roles so deeply they fight too hard for what they want. This makes negotiation much more difficult.

Group #5 Assignment Comments: Outdoor Recreation Activities Committee

Can the Indoor and Outdoor Recreation Activities Committees work out a compromise or are there other ways of working together to obtain extra funds from

local sources? Perhaps a tournament would earn the money needed.

With so many committees working on their timetables you might have mass confusion, unless the Coordinating Committee has recognized the problem early in the game and found a way to get everyone's cooperation in working up a coordinated project timetable, or something comparable.

Group #6 Assignment Comments: Project Evaluation Committee

It is very easy for the members of the Project Evaluation Committee to become too cynical and critical, to declare the whole project a disaster. Don't let this happen. Be sure that the positive aspects of what they have done are also emphasized. A balanced evaluation of the committees' problems is valuable to an analysis of the difficulties and recommendations for correcting them. It should not be totally negative.

Participants should come away from the exercise feeling that:

1) They have a much better understanding of the community development process and its complexities.

2) It would be useful to learn some community development skills.

3) They understand better some of the problems a leader or community worker can encounter, and how best to overcome those problems.

4) Cooperative planning is a major factor leading to success.

5) Coordination requires real skill and constant communication and is very different from just telling people what to do.

6) After having gone through this exercise, participants feel more confident in putting some of the community development principles into practice.

Exercise:
Reports and Discussion of Sheep Springs Project

As indicated earlier, this is the critical moment when you analyze with all of the participants just exactly what the problems were and make recommendations for overcoming such difficulties in the future. Compliment the participants on their cooperation and support of a tough assignment.

Wind up the training on a humorous note, and send everyone home feeling happy.....and just a bit wiser!

Group #1 Assignment
Project Coordinating Committee

You are the Coordinating Committee for the entire project. It will be your assignment to:

1) Coordinate all the other groups in order to help them complete their assignments.

2) Convince the Indoor Recreation Committee and the Outdoor Recreation Committee to accept $1,000 each for recreation equipment and supplies. Each group thinks it ought to have a bigger share, but if one does get a bigger share, then the other group will get mad and you may never be able to get them working together again.

3) Clear up any misunderstandings between the Road and Site Development Committee and the Recreation Facilities Committee. If their problem is not solved, the project may never be completed.

4) Prepare a five-minute report to the entire workshop assembly, listing the results of all committee action.

Group #2 Assignment
Road and Site Development Committee

You are the Road and Site Development Committee. Your assignments include:

1) Work up a realistic timetable for completing all of the tasks listed in the

plan of work. Normally, it should take you two months to complete your tasks.

2) Problem: after one month your funds have run out and none of the flood and soil erosion work has been done yet. The Co-ordinating Committee has only $2,000 for supplies and equipment. You'd better find a solution to this problem, fast, or the whole project will get held up.

3) Problem: the Recreation Facilities Committee feels that your committee is better equipped to construct the running track and baseball/softball field than they are. But taking on this extra task could put you seriously behind schedule, and besides, you have already run out of money. Work it out!

Group #3 Assignment
Recreation Facilities Committee

You are the Recreation Facilities Committee. It is your job to complete construction of the facilities listed on the plan of work. This will take at least three months after the Road and Site Development Committee complete their work. In addition, your assignments are:

1) Put together a realistic timetable for completing all of the construction listed in the plan of work. In order to put together a proper timetable, you will have to consult with the Road and Site Development Committee and the Outdoor Recreation Activities Committee to see what their timetables are.

2) Problem: you do not have the manpower or equipment you need to build the baseball/softball field and the running track. The Road and Site Development Committee does. You are firmly convinced that it should have this responsibility, but they are running out of time and money. Work it out! If you don't, at least part of the project will fail.

Group #4 Assignment
Indoor Recreation Activities Committee

You are the Indoor Recreation Activities Committee. The majority of the youth in Sheep Springs are interested in jewelry making, leathercraft and weaving. This is what they want for indoor recreation. It will also help to bring in additional income for school clothes, etc. The problem is, it is very costly to buy the tools, machinery, and raw materials for such crafts, and the Coordinating Committee has only $1,000 to give you. You need at least $1,500 to get started, and no outside sources of funds are available.

1) Problem: the only way you can get the additional $500 you must have in order to set up your indoor facilities is to talk the Coordinating Committee and the Outdoor Recreation Activities Committee out of another $500. Good luck!

2) The school has no objection to your using the classrooms for your indoor recreation activities, providing that you can guarantee protection against vandalism, prompt clean up after activities, and supervision during program hours. Draw up a suitable plan to present to school officials.

Group #5 Assignment
Outdoor Recreation Activities Committee

You are the Outdoor Recreation Activities Committee. Your biggest limitations are money and weather. Your assignments are:

1) Work out a proper timetable for the first full year of outdoor activities: what sports, when. You will have to coordinate with the Road and Site Development Committee and the Recreation Facilities Committee. If they don't get things built on time, you have no place to play. And they are having their problems! Keep in mind, too, that you want to take advantage of the best weather, when outdoor sports are more fun.

2) The Indoor Recreation Activities Committee is trying to hog all of the resource funds from the Coordinating Committee, just because they have some high ideas about what they want to do. You feel they are being unreasonable. You need your $1,000 share for nets, balls, bats, bases, equipment

and uniforms. Why should you give any of it up? Fight for your rights, or work out a compromise deal.

Group #6 Assignment
Project Evaluation Committee

You are the Project Evaluation Committee. It is your duty to evaluate the accomplishments and failures of the project, so that it can request more tribal assistance funds for next year. Your assignments will be:

1) Discuss and list the most important things about the project that need to be evaluated --in terms of community development. (Review some of the basic principles.)

2) Observe how the project is operating--how well the different groups are completing their assignment. List your observations for a five-minute summary report at the end of the exercise, prior to the discussion period.

Post-course Questionnaire

This questionnaire is designed to do five things:

1) It will provide a general evaluation of the course content, design and implementation.

2) It will test to see whether the participants learned some of the basic principles of the course.

3) It will provide information to the trainer for future use and adaptation of the course.

4) It will encourage the participants to consider how they will use what they have learned.

5) It will provide the trainer with a list of needs for future training.

Post-course Questionnaire

Understanding Community Development
A Guide for Native American
Community Leaders and Professionals

1. How do you feel about the course?

Great	_____	No opinion	_____
Good	_____	Disappointed	_____
O.K.	_____	Terrible	_____

2. How do you define community development?

	Agree	Partly Agree	Dis-agree	Don't Know
3. I believe that understanding the needs of people is important in community development.	_____	_____	_____	_____
4. It is important that community people complete projects.	_____	_____	_____	_____
5. It is the professional's responsibility to make sure a community project is completed.	_____	_____	_____	_____
6. This course has helped me to better understand myself and my role in community development.	_____	_____	_____	_____

	Agree	Partly Agree	Dis-agree	Don't Know
7. It is not important to plan out the steps of a project in advance.	_____	_____	_____	_____
8. Examples of successful community projects are not helpful to me.	_____	_____	_____	_____
9. I have learned the key steps to follow in a community development project.	_____	_____	_____	_____
10. I feel better able to solve some of the daily problems I face.	_____	_____	_____	_____
11. The course materials were poorly presented.	_____	_____	_____	_____
12. The course content was easily understandable.	_____	_____	_____	_____
13. I plan to use what I learned in the course.	_____	_____	_____	_____

14. I will use what I learned:

immediately _____

at a later time _____

after more training _____

15. Tell how you will use what you learned to benefit your community or program.

16. The most valuable part of the course was:

17. The least valuable part of the course was:

18. What additional training would you like?

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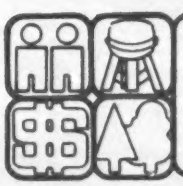

WRDC
Western Rural Development Center
Oregon State University
Corvallis, OR 97331
(503-754-3821)

A regional center for applied social science and community development cooperating with Land Grant Universities in:
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